

FINAL ORDER OF APPLICATION PACKAGE CONTENTS

FORMS

Section I. Program Personnel, Budget, and Assurances

Page 1	Cover Page with the Name of the School District and AEOC Program Name
Page 2	School Board Plan Approval and Assurance Statement
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Section II. Program Information and Outcome Data

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Page 7a	One-page narrative demonstrating the effectiveness of student attendance programs at the school (to be inserted in the final application)
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Pages 8a-8b	One-page narrative demonstrating the effectiveness of student behavior at the school (to be inserted in the final application)

Section III. Resiliency Strategies and Developmental Assets

Pages 13a-13c	Three-page narrative demonstrating effectiveness of school programs and services that foster student resiliency and asset development, which may include one or more individual student case studies (to be inserted in the final application)
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Section IV. Alternative Education Outreach Consultant Program Description

Pages 14a-14e	Five-page narrative responding to questions demonstrating
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effectiveness of the AEOC Program in the 2003-2004 year (to be
inserted in the final application)

FINAL ORDER OF APPLICATION PACKAGE CONTENTS

Section V. Findings on Learning

Pages 15a-15c Three-page narrative responding to questions about the learning
program at the school

Section VI. Effective Curriculum, Teen Parenting, and Quality Programs

Pages 16a-16b Two-page narrative describing effective curriculum, teen
parenting, and quality programs at the school

**Attachment A. Proposal to Qualify as a Model Program at the California
Dropout Prevention Conference (Optional)**

Expenditure Report for Fiscal Year 2003-2004 (to be submitted by July 31, 2004)

GENERAL INSTRUCTIONS

1. Submit the application in a two-inch, three-ring binder to the Counseling and Student Support Office of the California Department of Education (CDE) **no later than 5 p.m., Wednesday, June 30, 2004**. Applications received after that date may not be considered for funding.
2. Number the inserts according to the Final Order of Application Package Contents. Use dividers to indicate the major sections. Clearly identify the application section number, section name, and page numbers of additional pages requested.
3. Use 8 ½ x 11-inch paper and make one-inch margins to complete the application.
4. For narrative sections, use double-spacing and a 12-point font. Pages should be numbered.
5. Attach a stamped, self-addressed postcard to the cover page of each application. The returned postcard will be date-stamped and returned to your school as notification that CDE has received your application by June 30, 2004, the deadline date.
6. The local school board must review, approve, and sign the School Board Plan Approval and Assurance Statement. Attach a signed copy of the assurance statement to the application submitted by your program.
7. Complete the 2004-2005 Proposed Program Budget form to report the proposed budget for the 2004-2005 fiscal year.
8. Complete the 2004-2005 Personnel List form to report changes of personnel at your school. Include telephone numbers, fax numbers, and e-mail addresses.
9. In the future, the AEOC program may need to have a School Site Council (SSC) to be able to receive the funds. Schools should begin to develop an SSC to prepare for this possibility. Whether an SSC is required or not, it will provide invaluable support to the program. In any school using school-based coordinated funding the composition of the SSC must comply with requirements specified on this form. Establishment of an SSC is an optional item.
10. The End-of-Year 2003-2004 Report, including narratives, must be submitted in the sequence identified on the Final Order of Application Package Contents. Although a school is asked to respond to all elements in the application, it is not necessary to use the maximum pages allowed. The page numbers should correspond to the

numbers listed on the Final Order of Application Package Contents and in the instructions.

11. Schools submit this final expenditure report after the June 30, 2004 due date for the AEOC application. Each school must submit the expenditure report (form CDE-101-A provided in this application) of 2003-2004 program expenditures no later than July 31, 2004. Indicate clearly both the amount of the indirect cost rate and the rate used by the school district. Grant letters for 2004-2005 year cannot be sent to your school district until this form has been submitted to the Counseling and Student Support Office. If you have any questions regarding your expenditure report, contact Margarita Garcia, Consultant in the Counseling and Student Support Office at (916) 323-5029.
12. Please retain a copy of the completed application at your school. The AEOC program application becomes the property of the California Department of Education.
13. If your AEOC program is submitting a Proposal to Qualify as a Model Program at the California Dropout Prevention Conference, include evidence of student performance to demonstrate that the model program has been effective.
14. Attach a stamped, self-addressed postcard to the cover page of the application. The postcard will be date-stamped and returned to your school as notification that CDE has received the application by the deadline, June 30, 2004.

FORMS

Application for
Alternative Education
Outreach Consultant
Program

FY 2004-2005

School District

Program Name

School Board Plan Approval and Assurance Statement

The signature of the board of trustees/school board president or designee verifies that the school board reviewed and approved the 2004-2005 Alternative Education Outreach Consultant program plan. The school district accepts liability for the return of funds used for purposes other than those identified in this application.

Name of School District

Name and Title of School Board President or Designee

Signature of School Board President or Designee

Date of Action

Name of the School Where the Program Is Located

School Address

Grade Level(s)

2004-2005 Proposed Program Budget

Name of School _____

CLASSIFICATION	2004-2005
1000 Certificated Outreach Consultant (ORC) Salary	
2000 Classified ORC Salary	
3000 Employee Benefits	
Personnel Services Contract for the ORC	
4000 Books and Supplies for the Personal Library of the ORC (cannot exceed \$1,000)	
5000 Services and Other Operating Expenditures ORC staff development/conferences ORC mileage (job-related)	
Indirect Cost District Indirect Rate _____%	
Total Grant	\$50,000

Funds for the Alternative Education Outreach Consultant program are used to hire and support an outreach consultant. These funds shall not be used for capital outlay or other school expenses.

*For an AEOC program without a School Site Council, the principal or district fiscal officer may sign the proposed budget.

Printed or typed name of the 2003-2004 SSC Chairperson*	Parent/Staff Position
Signature of the 2003-2004 SSC Chairperson*	Date

2004-2005 Personnel List

School District		
Superintendent		
District Address	City	Zip Code
Telephone	Fax	

District Business Manager/Grants Officer		
District Address	City	Zip Code
Telephone	Fax	
E-mail Address		

AEOC District Coordinator		
District Address	City	Zip Code
Telephone	Fax	
E-mail Address		

School or Program Housing the AEOC	County	District	School Code
School Principal or Program Director	Title		
Outreach Consultant			
Address	City	Zip Code	
Telephone	Fax		
E-mail Address			

- ☐ Check this box if the AEOC outreach consultant is new to the program.
- ☐ Check this box if the site principal or director is new to the AEOC program.

(This is an optional item for the 2004-2005 AEOC application)

School	Date
School District	County Code District School
School Principal	Telephone ()

Composition of the School Site Council

A School Site Council (SSC) is constituted equally of school staff members and parents or students. Members of the SSC are elected by their peers (teachers, classified employees, parents, and students). School staff membership must include a majority of classroom teachers and at least one staff member who is neither the principal nor a teacher. The parent membership at an elementary school must equal the total number of school staff membership. At middle and high schools, students must comprise half of the parent and student membership. A community member may take the place of a parent if chosen by parents of students currently attending the school.

Alternative schools with three or fewer teachers may take advantage of a provision for small schools in establishing a School Site Council (*Education Code Section 52012.*)

Type or print the full name and current position of each individual in the 2003-2004 SSC.

Principal	Parent
Teacher	Parent
Teacher	Parent
Teacher	Student
Teacher	Student
Other	Student

I attest that we, the above-named SSC members, reviewed and approved the AEOC plan, proposed budget, and description of the outreach consultant position for 2004-2005 by a majority vote. We were the duly elected School Site Council of our school in 2003-2004.

Printed Name of the 2003-2004 SSC Chairperson	SSC Position (e.g., parent, teacher)
Signature of 2003-2004 SSC Chairperson	Date

END-OF-YEAR 2003-2004 REPORT

Section II. Program Information and Outcome Data

School	School District
Address	County
City State Zip Code	County District School Code
Telephone	Name of School Principal
Name of Outreach Consultant	District Contact

Education Code Section 54734 requires the California Department of Education (CDE) to perform program quality reviews for those schools implementing the Alternative Education Outreach Consultant Program. This reporting form is part of the review and funding process for schools that are competing for funding in the 2004-2005 program year. Schools are required to complete this report and submit a written narrative about their progress in dropout recovery activities from 2003 to 2004.

Data Collection. The Alternative Education Outreach Consultant (AEOC) program requires the school to report student data relating to the success of the AEOC program.

A. AEOC Program Location

The AEOC program operates at the following site (please check):

<input type="checkbox"/>	Adult School	<input type="checkbox"/>	Continuation School	<input type="checkbox"/>	Independent Study Center
<input type="checkbox"/>	Community Day School	<input type="checkbox"/>	Other (describe)		

B. Funding

1. The AEOC program is funded ☐ completely ☐ partially by the AEOC grant.
2. The supplemental amount provided to the AEOC program is \$_____.
3. What supplemental funding sources, if any, support the AEOC program at your site?

C. Enrollment

Enter the total number of students enrolled at your school during:

2001-2002 2002-2003 2003-2004

D. Ethnicity

Enter the *percentage* of students in each of the following groups at your school or program site in school year 2003-2004:

<input type="text"/> % American India/Alaska Native	<input type="text"/> % African American
<input type="text"/> % Asian	<input type="text"/> % White, not Hispanic origin
<input type="text"/> % Pacific Islander	<input type="text"/> % Multiple/No Response
<input type="text"/> % Filipino	<input type="text"/> % Socioeconomically Disadvantaged
<input type="text"/> % Hispanic or Latino	

E. Caseload

Enter the total number of students provided services by the outreach consultant for the following years:

2001-2002 2002-2003 2003-2004

F. Attendance

Enter the *percentage* figures of actual in-seat attendance from the first day of school to April 30 for each of the last three years.

% 2001-2002 % 2002-2003 % 2003-2004

On a separate page (**page 7a**) please report in narrative form:

1. Indicate the attendance improvement goals (in percentages) of the school for the 2003-2004 school year.
2. Did the school achieve those attendance outcomes? If the goals were not achieved, identify the remedies planned to improve student attendance.
3. Explain how parents, mentors, and others were used to help with attendance support.

Student Behavior

Report the cumulative number of days of suspensions and expulsions administered by the school for the last three years.

<i>Fiscal Year</i>	<i>Days of In-School Suspensions</i>	<i>Days of Regular Suspensions</i>	<i>Students Expelled</i>
2000-2001			
2001-2002			
2002-2003			

On separate pages (**page 8a and 8b**) please report in narrative form:

1. Indicate the quantitative behavior improvement goals of the AEOC program for the 2003-04 school year.
2. Indicate whether student behavior improvements goals were achieved. If they were not achieved, identify the remedies planned.
3. Summarize the positive efforts made to reduce student conflict and improve student behavior.
4. Explain how parents, mentors, and other staff contributed to the school's effort to provide increased positive behavior support.

H. Transiency

Enter the percentage of students who entered or exited school without completing the total school year.

% 2001-2002 % 2002-2003 % 2003-2004

I. Outreach Consultant (ORC) Information

Male ☐ Female ☐ One Person ☐ Two Persons ☐

Years in ORC position at current school _____ ORC salary & benefits _____

H.S. Diploma		M.A. /M.S. /M.S.W.		Classified	
A.A. Degree		Ph.D./Ed.D.		Credentialed	
B.A./B.S. Degree		DPS Certificate		Contact Person	

Principal has been at the school for ____ years and has attended ____ dropout prevention conferences.

The outreach consultant completed formal dropout prevention specialist training (yes ☐ no ☐) at the following CSU site:_____.

Section III. Resiliency Strategies and Developmental Assets

The following resiliency-creating strategies (pages 10-12) and the developmental assets (page 13) generated are critical character builders for students in at-risk circumstances. In a three-page narrative (pages 13a-13c), identify how resiliency is supported at your school. Describe only those programs for which you have quantitative measures of success. Indicate at the end of each strategy listed which developmental asset was strengthened and use quantitative evidence of success to validate your claim. You may use a student case study to exemplify how effective a particular resiliency strategy was for that child.

Review the list of external and internal developmental assets (page 13) and explain in your three-page narrative (pages 13a-13c) how the school is initiating support for or strengthening any of these developmental assets.

To use the case study format include, the following information in the narrative:

- Identify a student and indicate the obstacles the school wished to address.
- Mention which strategy was employed and cite which resiliency trait and/or developmental asset(s) was strengthened.
- Document any improvement in attendance, behavior, or academic achievement for this student and the relevant resiliency-creating strategy that developed or enhanced this student's developmental assets.

Resiliency Strategies

1. Pro-Social Bonding

- a. Increase bonds of "connectedness" between family members, between school and students, and between students and other positive, pro-social bonding groups or activities.
- b. Have staff recast themselves as nurturers and work to build positive relationships with students.
- c. Develop before-, after-, and in-school activities for students.
- d. Have the principal structure the workday to promote meaningful and positive interactions among staff members.
- e. Create positive bonds with families through the use of various strategies that link school and home. Recognition programs and student award programs are examples of such approaches.
- f. Make the physical environment of the school warm, positive, and inviting.

Resiliency Strategies and Developmental Assets (Cont.)

2. Life Skills

- a. Build the knowledge base for resiliency skills, such as refusal skills, assertiveness, healthy conflict resolution, decision-making skills, stress management, making friends, and job interview skills. Consistently teach the qualities of a good employee to students in a format that emphasizes role playing and relevance to real-life situations.
- b. Stress cooperative learning strategies (i.e., learning that focuses on both social skills and academic outcomes).
- c. Emphasize cooperation among staff members. They can brainstorm ways to support the need for ongoing skill development for effective organizational functioning and teaching.
- d. Offer staff development opportunities on effective organizational change and encourage participation based on self-identified needs for skill development.

3. Clear, Consistent Boundaries

- a. Establish a clear, firm policy, addressing student behaviors and consistently enforce it.
- b. Implement an early identification and intervention process for students who need help (e.g., through the student success team).
- c. Clearly communicate and enforce boundaries and expectations for school staff. This process includes providing information on school policies, organizational rules, and parent support groups for holding family meetings and creating family rules. The school should foster an ongoing discussion of norms, rules, goals, and expectations for staff and students.
- d. Encourage staff to model behavioral expectations developed for students and themselves.
- e. Offer staff development on policy and procedural issues and effective classroom management.

4. Caring and Support

- a. Provide many types of incentives, recognitions, and rewards for students.
- b. Employ structures and programs such as counseling, support groups, home teachers, advisers, and homerooms.
- c. Put many types of incentives, recognition, and rewards in place for staff, parents, and community supporters.
- d. Implement a reward system for the staff member who provides recognition for individual risk taking and achievement. Support a climate of kindness and encouragement for those willing to take risks to help students.

Resiliency Strategies and Developmental Assets (Cont.)

- e. Ensure that all children experience caring and support through school programs, such as mentors and community support groups that provide unconditional caring, listening, and encouragement.
- f. Organize programs so that students identified in at-risk situations have regular contact with at least one caring adult at the school.

5. High Expectations

- a. Communicate clearly and frequently the belief that all students can succeed and provide them with high expectations for success.
- b. Ensure through policy and practice that little or no student labeling or tracking, either formal or informal, takes place in the school.
- c. Communicate the belief that all staff members must be supportive of the school effort and that they can be successful.
- d. Encourage increased understanding of each staff member's contribution through job sharing, teaming, and other activities.
- e. Provide growth plans with clear outcomes, regular reviews, and supportive feedback.
- d. Create a pervasive "can do" attitude throughout the school as high standards are internalized.

6. Opportunities for Meaningful Participation

- a. Establish student programs that emphasize service to other students, the school, and the community.
- b. Involve students and staff members meaningfully in school decision making, including decisions about governance and school policy.
- c. Define staff roles to include organization-wide responsibilities.
- d. View every person in the school community (students, parents, staff) as resources, rather than as a problem or an object.
- e. Encourage and reward staff and students who probe assumptions to do what really matters and take risks.
- f. Involve each student in some positive school program, such as cross-age tutoring, a support group, a club, or an organization.
- g. Foster service-learning, community service programs, or both.

Resiliency Strategies and Developmental Assets (Cont.)

A student's developmental assets are a result of effective resiliency-creating strategies and services. Children's ability to develop resiliency to some adversity in their life will manifest itself as a specific developmental asset. The goal of building resiliency in students is to produce one or more of the assets named below. Research has shown that the assets are strong indicators of healthy and resilient students. Schools that institutionalize resiliency strategies fostering these assets have the greatest chance of making a positive impact on the lives of students at high risk of failure.

External Assets

Support

1. Family support
2. Positive family communication
3. Other adult relationships
4. Caring neighborhood
5. Caring school climate
6. Parent involvement in schooling
7. Community values youths
8. Youths as resources
9. Service to others
10. Safety

Boundaries and Expectations

11. Family boundaries
12. School boundaries
13. Neighborhood boundaries
14. Adult role models
15. Positive peer influence
16. High expectations
17. Creative activities
18. Youth programs
19. Religious community
20. Time at home

Internal Assets

Commitment to Learning

21. Achievement motivation
22. School engagement
23. Homework
24. Bonding to school
25. Reading for pleasure
26. Caring

Positive Values

27. Equality and social justice
28. Integrity
29. Honesty
30. Responsibility
31. Restraint

Social Competencies

32. Planning and decision making
33. Interpersonal competence
34. Cultural competence
35. Resistance skills

Positive Identity

36. Personal power
37. Self-esteem
38. Sense of purpose
39. Positive view of personal future
40. Peaceful conflict resolution

For further explanation of the *Forty Developmental Assets*, contact the Search Institute, 700 S. Third Street, Suite 210, Minneapolis, MN 55415 (800) 888-7828; or view the Web site www.search-institute.org.

Section IV. Alternative Education Outreach Consultant Program Description

Insert a five-page narrative (**pages 14a, 14b, 14c, 14d, and 14e**), responding to questions about your AEOC program. Identify how the AEOC program objectives were met. Include any obstacles the program experienced in meeting those objectives.

1. How is the state funding for the AEOC program used at this site? What other local or district matching funds are used to support this position? What other outside funding comes to the school or site because of the AEOC funds?
2. How did the AEOC program utilize the person designated as the outreach consultant? What services did this person provide for students, families, the school, and the community?
3. List the numbers of students in each age range (based on age at the date of program entry) served by the outreach consultant at that site during 2003-2004. (This number should match the caseload information listed on page 7.)

10-14		15-16		17-18		19-20	
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4. How many new students (newly enrolled in 2003-04) were “recovered” (i.e., had not attended any school for 45 days prior to beginning attendance at the site)?
5. How many continuing students (enrolled prior to 2003-04) were “recovered” (i.e., had not attended any school for 45 days prior to beginning attendance at the site)?
6. How many of the newly enrolled recovered students were still in attendance by the end of the school year or the date of completion of this application?
7. How many of the newly recovered students graduated, returned to a comprehensive high school, a continuation high school, or received the GED or CHSPE certificate?

Total Number of Recovered Students	Graduated with a High School Diploma	Received GED Certificate and Left School	Received CHSPE and Left High School	Returned to a Comprehensive High School	Returned to a Continuation High School

8. Previous applications have asked AEOC programs to identify major quantifiable student outcomes to be achieved in the coming school year. (Example: “All recovered students will attend 75 percent of the remaining school days” or “All students at the AEOC site will achieve a career or work goal in the 2002-2003 school year.”) Identify one program goal for the 2004-2005 school year that focuses on student attendance, behavior, and academic achievement. Describe how that goal was selected and how success will be measured.

Section V. Findings on Learning

All schools are required to test their students on the STAR test used throughout California. This section requires alternative programs or schools to determine the percentage of selected populations that are meeting the district's grade-level standards.

On three double-spaced pages or fewer (**pages 15a, 15b, 15c**), respond to the following questions:

1. How does your program or school relate your curriculum to local or state grade- level standards?
2. Describe other methods or assessment measures the school used to validate learning findings for students in alternative learning environments.
3. How does your school relate these findings on learning to local and state standards?
4. How does your school provide an appropriate curriculum for academically advanced students that meets the admission requirements of the University of California?
5. How does your school provide the full curriculum required to prepare students to succeed on the California High School Exit Examination, which is to be taken by all 10th grade students in 2004-2005?
6. Did your school participate in the Alternative Schools Accountability Model (ASAM)? If so, please identify the three indicators selected in 2003-2004.
7. How many students are below grade level in reading upon entrance into the alternative program? How does the school address the needs of those students?
8. How many students are more than one year behind in credits upon entrance in the alternative program? What strategies does the program utilize to assist these students to complete high school or earn a GED?

Section VI. Effective Curriculum, Teen Parenting, and Quality Programs

1. Using two double-spaced pages or fewer **(16a, 16b)**, please describe any particularly effective curriculum, innovative programs or services at your site that have improved the attendance, attitude, and achievement of alternative education students. Cite specific examples and evidence of student success in quantitative terms whenever possible. Use specific student performance data whenever possible to demonstrate the strength of the programs.
2. Please indicate whether your program provides educational outreach, child care, or other services to pregnant and parenting teens.
3. What recovery strategies or programs does your site use to return students who have dropped out of school to regular attendance? How many students have been returned to some school site through the efforts of the outreach consultant?

**Attachment A: Proposal to Qualify as a Model Program at the
California Dropout Prevention Conference**

The Counseling and Student Support Office features model programs at the annual Dropout Prevention Conference (October 13-16, 2004) in the Model Program Repository. A school that has a successful program may wish to include it in this repository. To do so, please provide the following information on a separate page:

1. Program Title
2. Program Subject Area (e.g., gang reduction, resiliency)
3. Is the program or strategy "transportable" (i.e., is it workable at other schools)? If so, please share a written description of it for the AEOC Model Program Repository. Use other page(s) to describe the program at the end of this application.
4. Describe measurable evidence of the success of this program or strategy.
5. Program Manager or Contact Person _____
Address _____
City _____ State _____ Zip Code _____
Telephone (____) _____ Fax Number (____) _____
E-mail Address: _____

Return to:

Margarita Garcia, Consultant
Alternative Education Outreach Consultant Program
California Department of Education
Counseling and Student Support Office
1430 N Street, Suite 6408
Sacramento, CA 95814

2003-2004 EXPENDITURE REPORT

(Submit by July 31, 2004)

EXPENDITURE REPORT FOR FISCAL YEAR 2003-2004
Due July 31, 2004

District Name: _____

School Name: _____

ALTERNATIVE EDUCATION OUTREACH CONSULTANT PROGRAM

Account No.	Classification	2003-2004 Grant
	<i>Certificated Personnel Salaries (Outreach Consultant only)</i>	
1900	Other Certificated Salaries	
	Other (please specify)	
	Other (please specify)	
	<i>Classified Personnel Salaries (Outreach Consultant only)</i>	
2900	Other Certificated Salaries	
	Other (please specify)	
	Other (please specify)	
	<i>Employee Benefits (Outreach Consultant only)</i>	
3100	State Teachers' Retirement System	
3200	Public Employees' Retirement System	
3300	Old Age, Survivors Disability, and Health Insurance	
3400	Health and Welfare	
3500	Unemployment Insurance	
3600	Workers' Compensation Insurance	
	FICA	
	Other (please specify)	
	<i>Personal Library of the Outreach Consultant (Books & Supplies)</i>	
4200	Other Books	
4500	Other Supplies	
	<i>Services and Other Operating Expenditures</i>	
5100	Contracts for Personal Services of Consultants	
5200	Travel and Conference (not to exceed \$1000)	
5300	Dues and Memberships	
5800	Services and Operating Expenditures (specify)	
	Mileage (intra-district travel)	
<i>Indirect Costs</i> indicate district rate _____% as reported on the J-380 Program Cost Allocation Form.		
TOTAL EXPENDITURES		
2003-2004 GRANT AWARD		
AMOUNT UNEXPENDED		

CERTIFICATION: I certify that I am the duly appointed representative of the above-named agency and that, to the best of my knowledge, the expenditure report is correct and expenditures are in accordance with Chapter 12 (commencing with Section 52890) of Part 28 of the *Education Code*, notwithstanding the schedule set forth in Section 54723 of the *Education Code*.

Name and Position of Person Completing this Report	Telephone ()
Signature	Date